



Thinking Aloud: Rubric

Directions:

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. If this is done with other assessments, consider both "Thinking Aloud" assessments when scoring the rubric.

| | |
|---|---|
| 1 | No response, random thoughts unconnected to the text. |
| 2 | Disconnected thoughts relating more to the pictures than text. |
| 3 | Thinking is tied to text events/text content; may be inaccurate in relation to text, more tied to personal experience; may identify problems (word or text level) during reading; may include a rough retell. |
| 4 | Demonstrates two or three of the following skills: may generate questions; may identify conflict within the text; may infer; may discuss connections between text events and own experience; may make predictions about overall book meaning; may include a detailed retelling; may talk about how his/her thinking changed as he/she read or listened. |
| 5 | Clearly expresses own thinking; may speculate about theme, discusses how own thinking supports or inhibits comprehension. |

Observation Notes:



Using Schema: Rubric

Directions:

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

| | |
|---|--|
| 1 | No response/schematic connection. |
| 2 | Can talk about what text reminds him/her of but cannot explain; reference to schema may not be clearly connected to text. |
| 3 | Relates background knowledge/experience to text. |
| 4 | Expands interpretation of text using schema; may discuss schema related to author or text structure; may pose questions based on apparent discrepancies between text and background knowledge. |
| 5 | Explains how schema enriches interpretation of text; talks about use of schema to enhance interpretation and comprehension of other texts; connections extend beyond life experience and immediate text. |

Observation Notes:



Inferring: Rubric

Directions:

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

| | |
|---|--|
| 1 | No response/inference. |
| 2 | Attempts a prediction or conclusion that is inaccurate or unsubstantiated with text information. |
| 3 | Draws conclusions or makes predictions that are consistent with text or schema. |
| 4 | Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction in text. |
| 5 | Develops predictions, interpretations, and/or conclusions about the text that include connections between the text and the reader's background knowledge, ideas, or beliefs that enhance the overall meaning of the text and make it more memorable to the reader. Discusses why/how inferences help him or her understand better. |

Observation Notes:



Asking Questions: Rubric

Directions:

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

| | |
|---|--|
| 1 | No questions and/or poses irrelevant questions. |
| 2 | Poses literal question(s) that relate to the text. |
| 3 | Poses questions to clarify meaning. |
| 4 | Poses questions to enhance meaning of text (critical response, big idea); may explain how posing questions deepens comprehension. |
| 5 | Uses questions to challenge the validity of text or author's stance/motive or point of view and to enhance his/her understanding of the text; questions may be rhetorical and lead to interesting discussion. Can explain how asking questions enhances understanding. |

Observation Notes:



Determining Importance in Text: Rubric

Directions:

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

| | |
|----------|--|
| 1 | No response, random guessing, inaccurate attempt to identify important elements. |
| 2 | Identifies some elements (primarily pictures) as more important to text meaning; isn't sure why these elements are important to overall meaning. |
| 3 | Identifies words, characters, and/or events as more important to overall meaning and makes some attempt to explain reasoning in expository text; uses text features such as bold print and captions to identify importance; explains why the concepts are important. |
| 4 | Identifies at least one key concept, idea, or theme as important in overall text meaning and clearly explains why. |
| 5 | Identifies multiple ideas or themes; may attribute them to different points of view; discusses author's stance or purpose and its relation to key themes and ideas in the text. |

Observation Notes:



Setting a Purpose for Reading: Rubric

Directions:

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

| | |
|---|--|
| 1 | No response/irrelevant answers. |
| 2 | Attempts to identify reasons to read the text; thinking may be disconnected. |
| 3 | Thinking is tied to questions and text content. |
| 4 | Sets a reasonable purpose for reading and answers questions. |
| 5 | Can easily state the purpose for reading and talks about how readers set purposes for any/all texts. |

Observation Notes:



Monitoring Comprehension: Rubric

Directions:

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

| | |
|----------|--|
| 1 | Little or no conscious awareness of reading process. |
| 2 | Identifies difficulties—problems are often at word level; little or no sense of the need to solve the problem; does not articulate strengths; identifies need to concentrate, talks about word-level solutions (i.e. sounding it out) for text-level comprehension problems. |
| 3 | Identifies problems at word, sentence, or schema level; can articulate and use a strategy to solve problems, usually at the word or sentence level. |
| 4 | Articulates and uses more than one strategy for solving problems; focuses on problems at the whole-text level. |
| 5 | Identifies problems at all levels; uses a variety of word level and comprehension strategies flexibly and appropriately given the context and the problem. |

Observation Notes:



Visualizing (Using Sensory and Emotional Images): Rubric

Directions:

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

| | |
|---|---|
| 1 | No response or unsure what he/she is supposed to describe. |
| 2 | Describes some visual or other sensory and/or emotional images; may be tied directly to text or a description of the picture in the text. |
| 3 | Describes own mental images, usually visual; images are somewhat elaborated from the literal text or existing picture and help him/her to understand more than he/she would have without creating the images. May include some emotional images that enhance the meaning. |
| 4 | Creates and describes multisensory and/or emotional images that extend and enrich the text; describes ways in which images help him/her to understand more about the text than would have been possible without the images. |
| 5 | Elaborates multisensory and emotional images to enhance comprehension; can articulate how the process enhances comprehension. |

Observation Notes:



Synthesizing: Rubric

Directions:

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

| | |
|----------|--|
| 1 | Random or no response; may give title. |
| 2 | Identifies some text events—random or illogical order. |
| 3 | Synthesizes with some awareness of event sequence—beginning, middle, end, or the chronology of the text as it has been read so far. Understands that the sequence appears to aid comprehension; may talk about how he/she changed his/her mind about overall story meaning during reading. |
| 4 | Enhances meaning in text with synthesis; may incorporate own schema; uses story elements or structures to enhance the synthesis; may identify key themes; describes how thinking evolved from the beginning to the end of the passage. |
| 5 | Succinct synthesis using internalized story/genre/text structure; identifies key themes; may articulate how synthesizing promotes deeper comprehension—can articulate how flexibility in thinking throughout the piece promotes comprehension, talks about feelings the piece evoked. |

Observation Notes:



Retelling: Rubric

Directions:

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

| | |
|---|---|
| 1 | Random response; may be related to text; may give title. |
| 2 | Retelling reveals beginning awareness of event sequence. |
| 3 | Uses story elements/genre structure to organize a relatively accurate summary or retelling of story's beginning, middle, and end. |
| 4 | Story elements/genre structure are clear in an accurate summary or retelling; refers to interactions between story elements (how problem affects character, how setting changes problem, etc.). |
| 5 | Uses all story elements/genre structure and inferences to capture key themes in the text; points out relationships between elements; talks about how the overall meaning is influenced. |

Observation Notes:



Text Structure/Structural Patterns: Rubric

Directions:

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

| | |
|---|--|
| 1 | No response; restates what examiner says. |
| 2 | Lists one or more elements/structures not named by examiner (i.e., character, setting, bold text, charts, graphs, etc.). |
| 3 | Points out where/how the author introduced a text element. |
| 4 | Describes how elements/structures in text are central to meaning. |
| 5 | Discusses ways in which text elements/structures focus a reader's attention, permitting the reader to recall important information and/or make inferences. |

Observation Notes:
